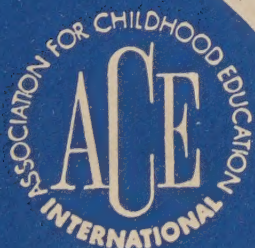


# Childhood Education

**Children**

**Work with Skills**

**February 1961**





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For Those  
Concerned with  
Children 2-12

To Stimulate Thinking  
Rather Than Advocate  
Fixed Practices

# Childhood Education

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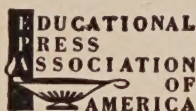
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*Courtesy, North Kansas City, Mo., Public Schools*

**A globe—basic equipment for young children, too**



## Skills with Style

“SKILLS WITH STYLE”! WHAT IS THE MEANING OF THE PHRASE? SKILL is defined as “anything that the individual has learned to do with ease and precision.” *Style* is characterized as “that quality which gives distinctive excellence.” What are these skills with distinctive excellence which all should learn? What is the part of the school in teaching them?

There are the skills of reading, writing, arithmetic, spelling, science, the arts—and we must not minimize their importance. For decades the transmittal of this great academic heritage has been a primary mission of the school and it will continue to be for decades to come. Neither can we minimize the fact that the responsibility of the school goes far beyond teaching academic skills and subject matter. There are the skills of learning to work with others for a common purpose; of contributing to the common good; of becoming a responsible, productive member of a democratic society.

How can the school help the child to learn these necessary skills? First, we know that we learn what we *select* to learn. It follows, therefore, that the school should provide a learning climate that is conducive to self-selection of worthwhile skills. The school environment should be so stimulating that the child sees a reason for learning a particular skill. In other words, he should have purpose for learning. The ability to help him do this is one of the greatest challenges to creative teaching.

Second, the school must understand that skills are not ends in themselves. They are learned to enable us to use them in meaningful situations. For example, a child is not freed to do creative writing if he is too involved in the mechanics of penmanship and spelling. He must be helped to develop these and other similar skills to a degree of mastery *sufficient for his purposes*. Then, and only then, do they become his *tools* in the true sense of the word.

Finally, the philosophy of the school should be such that each child is allowed to develop his own skill pattern. The goal should be having the unique individuality of each one show through rather than expecting a four- or five- or six-year-old skill prototype.

Now as never before we need citizens who are well informed, who have developed high competence in both academic and social skills, but who are willing and able to use them for the betterment of all mankind. The seeds for the development of skills of this style are sowed long before the child enters school, but the school has the responsibility of nurturing their growth.

*Marcillene Barnes is director of instruction, Public Schools, Grand Rapids, Michigan.*



SANDY

CHARON

JOYCE E

FEMING

STEPHEN

BRIAN

## To Write or

*There are many forerunners to writing which help develop eye-hand coordination in kindergarten, writes Neith Headley, College of Education, University of Minnesota, Minneapolis.*

ALL TOO OFTEN PARENTS AND KINDERGARTEN teachers tend to take the child's interest in imitating the reading and writing activities of older siblings as an indication that the child is ready to be taught how to read and write. What kindergarten teacher has not been handed a carefully if somewhat grubbily sealed envelope upon which her own name has been laboriously inscribed only to open the envelope to find a sheet of note paper covered over with a strange assortment of smudgy hieroglyphics? The one legible word on the sheet is usually found at the bottom of the page and it may, either easily or with great difficulty, be recognized as the child's own name.

The teacher accepts and recognizes this offering as one of the many signs of the child's awakening awareness of a written language. But heaven forbid that, because of this awakening, she should feel compelled to sit down with the child to "teach" him and his peers precisely how to formulate letters and words. No parent would dream of trying to teach the child who is learning to walk—the child who is taking his first steps—the proper techniques of walking. And yet, in a sense, that is what is often done when a young child shows the slightest interest in trying to write.

At the age of four or five most of the children in our culture exhibit some



nancy X G E O F F  
KAY W W W W W W W W W W  
N H O U

# Not To Write

By NEITH HEADLEY

interest in trying to formulate written numbers and letters. A few with seemingly little effort but much practice, resulting from sheer self-determination, acquire considerable skill in "writing." Those who have not yet developed the necessary fine muscle and eye-hand coordination find printing to be a most taxing undertaking. Have you ever watched a young child in his early attempts to direct lines into letter shapes? He usually grasps his crayon or pencil with cramped fingers and then proceeds to *draw* the letter lines stroke by stroke. Frequently each and every stroke is accompanied by trunk, shoulder, head and even tongue movements. Upon the com-

pletion of two or three letters he may shift his body weight or he may even stand up, look at something across the table or perhaps converse with friends before continuing the arduous task of printing MOTHER . . . I LOVE YOU or whatever he is trying to write.

The good kindergarten teacher will recognize the many exhibited degrees of "writing" skill within her group, but she will not isolate the skill as something to be developed through drill and practice. Instead, she will provide many experiences which will further the development of muscle and eye-hand coordination. Through experience-living situations she



will provide opportunities for children to pursue their growing interest in "writing"; by way of her own easel and chalkboard recording and the recording of children's stories on the back of their pictures, she will alert children to techniques used in manuscript writing.

### ***Forerunners Help Coordination***

The following rundown includes a sample of many kindergarten experiences which, in one way or another, help to develop eye-hand coordination and the muscles which are basic to achieving handwriting skill:

Finger painting; painting with brushes; operating the spring clips which hold the paper on the easel; using chalk or large crayons; manipulating puzzle parts, stringing beads; cutting with scissors; posting pictures; lacing shoes; tying knots and bows; arranging felt or flannel board figures; dressing and undressing dolls; working zippers, snaps, hooks, buckles and buttons on their own clothes or helping friends with their dressing problems; strengthening hand and wrist muscles on climbing apparatus; using tools at the workbench; building with blocks; working with modeling materials; folding paper; applying paste and combining this piece of paper, cloth or what-have-you with that (as in a collage); pouring fruit juice; folding napkins; experimenting with piano keys or chords and strings on the auto harp; washing and drying seeds and later counting out and bagging them; tying peanuts and threading such things as cereal, bread and popcorn for the bird's Christmas tree; planting seeds; weeding in the garden; experimenting with magnets, batteries and wires; winding and setting an alarm clock; arranging leaf, seed, stone and other collections; carefully turning pages or search-

ing through a book, page by page, for specific information. There is just no end to the listing of experiences which might help to develop muscle and eye-hand coordination!

### ***Pictures Are Symbols, Too***

Throughout the year many experiencing situations will arise which can be used to feature handwriting as a means of conveying ideas and information. Children can be encouraged to paint or crayon their names, perhaps even dates, on the backs of completed pictures and notes to take home. In addition to adding their names to messages, children can also help to "write" messages. For example, if the group is planning to make applesauce and the children need to remind themselves or ask their mothers about bringing such things as apples, saucepans, spoons, sugar, etc., they can make a picture or printed symbol of the idea to be remembered. A picture or printed symbol made by the child and that symbol pinned on his coat or appended to a typed note will convey the message more effectively than a note typed by a secretary and put into the child's fist at dismissal time. A simple check on acquired printing skill can be arrived at by asking children to place their signatures on a letter which has been dictated by the group. In connection with this recording of signatures, the teacher must remember that a signature is a very personal thing and it may, even in kindergarten, vary all the way from a marked "X" to an almost Spencerian script imprint. (See the overlaid signatures of kindergarten children.)

### ***Left to Right Concept***

Through observation of the teacher's printing and the teacher's casual comments about her own printing and the



children's printing efforts, the children will see and come to understand (a) that when putting letters together we proceed from left to right and (b) that words follow each other from left to right on a horizontal base. It helps to fix the idea by showing the difference between our way of writing and the ways in which other people write. The Japanese set their characters down, one below the other. In some countries it is the custom to suspend the letters from the horizontal line rather than to set them *on* the horizontal line. If after such a shared experience a child sets the letters of his name down in a right to left sequence, the teacher can point out the fact that she *can* with some difficulty read the name but that it would be much easier to read if he would proceed from left to right as is the custom in writing the English language. Let's not forget that the concept of left to right is not yet well established in the five-year-old's mind, and for that reason let's include in the kindergarten those activities which will help to establish and reinforce the concept!

### **Letters Seen and Used**

It is sometimes suggested that first-grade teachers would prefer that children do no printing before entering the first grade. Such a preference is based on a concern for techniques. There was a time when kindergarten and first-grade teachers were so concerned with techniques of writing that the kindergarten handbook contained a sample of manuscript writing and parents were encouraged to teach the child the proper manuscript technique to be used in printing his name. Now we are asking why this great concern for technique? Children will see and in time need to become acquainted with capitals, lower case and even script letters. But they will not come

upon these in any logical sequence. They will come across all three letter forms, as you and I do, in everyday living. As I type this material, I find that the keys on my machine are marked with capital letters and most of the letters appear on the paper as lower case symbols. At my elbow there is an issue of the *Saturday Review* which carries the title in script; a calendar on my desk uses all three forms of print on a single 4" x 5" area.

The young child will probably select for his use (a) the style of letter which is the largest and therefore the easiest for him to see and (b) the style of letter which is the simplest in design and therefore the easiest for him to make; i.e., the capital letter. The teacher, in developing ideas with the children and in recording these ideas, will use capital and lower case letters as the situation demands. She will make a real effort to use in her manuscript writing those techniques to which the children will be introduced in first grade. She may even comment aloud on the things she must keep in mind in forming the letters.

### **Writing Not Drilled**

Writing as a drilled skill has no place in the kindergarten, but there will be many opportunities for the children (1) to develop muscle and eye-hand coordination, (2) to appreciate the left to right sequence in setting down letters and words, (3) to appreciate the fact that in writing our language the letters are placed on a horizontal base line, (4) to be alerted to the fact that there are several kinds of letter symbols which may be used in writing, (5) to see how manuscript letters are formed. By way of experience-living situations, there will be many opportunities for the children to experiment with and further pursue their interest in "writing."



## Manuscript and Cursive Writing

*Virgil E. Herrick, professor of education, University of Wisconsin, Madison, discusses manuscript and cursive writing and when to make the transition from manuscript to cursive writing. He also cites comparative research data.*

MANY TEACHERS AND PARENTS ARE UN-decided as to the role of manuscript and cursive styles of writing in today's elementary school programs of handwriting instruction. All kinds of qualities of virtue and rightness have been attributed to both cursive and manuscript writing styles, and both positions have been supported enthusiastically.

Unfortunately this enthusiasm has crystallized questions in respect to writing symbols not really worth this much excitement. Changes in writing styles in this modern day probably do not shake our educational and social foundations. If a new form of writing which would be comfortable, efficient and highly legible could be invented, cultural and social sanctions should not be used to prevent its introduction into our schools. Writing by hand is laborious and tension developing at best; any way to make this task easier should be utilized.

Most elementary schools introduced manuscript writing as a form of beginning writing between 1935 and 1949. In these same schools, the general practice is to change to cursive writing between the second half of the second grade and the last half of the fourth grade. Thus, most children are taught two kinds of letter symbols and two forms of writing.

Fewer than one school in every twenty-five schools teach either one exclusively. On the basis of prevailing practice, then, the only instructional problem besides the necessary one of how to teach legible and efficiently produced manuscript and cursive handwriting is the one of how the transition from manuscript to cursive forms should be made.

Many people, however, do not accept the finality of the prevailing practice of two systems and would like (a) to teach only manuscript, (b) to teach only cursive, or (c) to introduce another writing style such as "italic" handwriting. The major argument used by all groups to support one system of handwriting is why teach two complex ways of writing when one would serve just as well. On its face, the simple logic of this position is persuasive, especially when we realize that *handwriting is a tool skill which should become routine as rapidly and efficiently as possible in order that it may be used functionally by a person to express and record his thoughts and feelings for himself and others to read.* This is the critical and significant use of written language, not letter and word form. To this argument most people would agree; they would disagree, however, on what would be the best writing style to use.



## Comparative Data

Fortunately, there is a growing body of comparative data which enables us to form a few judgments.

The arguments for using manuscript writing rest on three propositions:

- First, the straight line, the circle and the spacing forms of manuscript writing are more in line with the motor and eye-arm-hand coordinations of the young child than are the complex movements and letter formations of the cursive system. Empirical evidence shows that five- and six-year-olds learn manuscript letter forms easily. Many schools which have changed to manuscript writing in the primary grades were able to observe a greater freedom and willingness to write stories on the part of children when compared with their previous experience with cursive writing. There is some research to support this.<sup>1, 2, 3.</sup>

- Second, the manuscript writing (printscript) of the child is like the printed symbols he is learning to read and thus he does not have to learn to read two forms of written language at a time when he is already overwhelmed with the magnitude and complexity of his total learning task. Most people accept the good sense of this proposition.

- Third, manuscript writing is generally more legible than cursive writing. This proposition is well supported by research.<sup>4, 5, 6.</sup> The distinct clarity of the letters contributes to better spelling.

<sup>1</sup> Gertrude Hildreth, "Copying Manuscript and Cursive Writing," *Childhood Education*, XIII (Nov. 1936), 127-28, 142.

<sup>2</sup> Edward A. Townsend, "A Study of Copying Ability in Children," *Genetic Psychology Monographs*, XLIII (1951), 3-51.

<sup>3</sup> William H. Gray, "Experimental Comparison of the Movements in Manuscript Writing and Cursive Writing," *Journal of Educational Psychology*, XXI (April 1930), 259-72.

<sup>4</sup> Olive G. Turner, "The Comparative Legibility and Speed of Manuscript and Cursive Handwriting," *Elementary School Journal*, XXX (June 1930), 780-86.

<sup>5</sup> Frank N. Freeman, "An Evaluation of Manuscript Writing," *Elementary School Journal*, XXXVI (Feb. 1936), 446-55.

<sup>6</sup> E. Mildred Templin, "A Comparative Study of the Legibility of Handwriting of 454 Adults Trained in Three Handwriting Styles: All Manuscript, All Cursive, or Manuscript-Cursive" (unpublished Ph.D. dissertation, New York University. 1958).

The objections to manuscript revolve around four main arguments:

- First, the socially accepted form of handwriting is cursive; therefore, it is wasteful to teach the child something he will have to change anyway.

The first part of this argument is not open to research. People generally like what they do. The second part would argue equally for maintaining manuscript as a single system rather than changing to cursive.

- Second, there is a claim that manuscript writing is slower and more cramping (tension producing) than cursive.

The research on comparative speed of the two handwriting styles is inconclusive. One is about as fast as the other. Under extreme increases in speed, the quality of the manuscript writing deteriorates less rapidly than does cursive.

The evidence on cramping and increased tension in handwriting is meager and inadequate. No one has been able to devise a good measure of tension or cramping.

- Third, there is the claim that the manuscript signature is not legal. A manuscript signature is legal in most states if it is the usual signature of the individual concerned.

- Fourth, manuscript writing has been criticized because of its lack of individuality and character. There are many examples of artistic writing using manuscript symbols both in England and America. Yet it is easier to get consistency and uniformity in manuscript symbols and thus high legibility.

The summing up of these arguments pro and con regarding the relative effectiveness of manuscript and cursive writing styles and the review of the supporting research data tend to support either (a) maintaining manuscript writing throughout the common school or (b)



making the transition at a time when it can be efficiently and economically done.

### **No Agreement on Form of Writing Symbols**

The transition from manuscript writing to cursive is complicated by the lack of uniformity in the formation of both manuscript and cursive symbols. A recent study<sup>7</sup> of practices advocated by commercial systems of teaching handwriting revealed little agreement on form of writing symbols.

For upper case manuscript alphabet, there was agreement only on the letter *P*. Letters *E* and *M* showed the greatest variety of forms (5). For lower case manuscript there was agreement on only two letters, *i* and *o*. Letters showing greatest variety of recommended forms were *g* (5), *p* (5), *q* (7) and *y* (5). There was no agreement as to the form of a single manuscript numeral.

Differences found in manuscript forms are basically (1) in actual form of letter or numeral, (2) order of stroke in forming symbols, (3) stroke direction, and (4) number of times writing instrument is lifted from paper in forming a letter or numeral.

There is no agreement among commercial systems of handwriting on the formation of a single upper case cursive letter. Greatest uniformity is found for letters *A*, *J* and *M* (3 forms each) and *O* (2 forms). Greatest variation in form is found for *B* (7), *F* (10), *I* (7), *P* (8), *R* (10) and *T* (8). For lower case cursive letters general agreement is found for *a*, *i*, *l*, *m*, *n*, *s* and *t*. Showing greatest variation are *c* (6), *g* (5), *r* (6) and *y* (5). Among cursive numerals there is agreement on formation of 1 and

0. There is greatest variation on numeral forms for 2 (11) and 3 (8).

The differences among cursive forms for the same letter are more subtle for the most part than those found in manuscript-form but may be classified generally as (1) inclusion or elimination of loop strokes, (2) use or elimination of end strokes, (3) use or elimination of beginning strokes other than loops, (4) direction and curvature of end strokes, (5) straight versus curved portions, (6) overlapping versus non-overlapping loop strokes, (7) major differences in basic letter structure and (8) length of loop below the base line.

This evidence reveals the need for any teacher of handwriting to know the nature of the differences in letter formation in manuscript and cursive symbols. This knowledge will enable him to identify the help a child needs to move from one form of manuscript to a particular form of cursive letter formation. This evidence suggests also the importance of an elementary school staff agreeing on a particular form of upper and lower case letter formation for both manuscript and cursive styles.

### **Nature of Transition**

An examination of nineteen commercial systems of handwriting instruction reveals that three teach only manuscript or cursive writing. Of the rest who teach both manuscript and cursive, seven companies provide for a transitional program of instruction and nine do not. In the latter programs, the transition is sudden and the cursive writing is taught as a separate process with practices and skills independent of the earlier learned manuscript style. Since most programs of writing instruction are determined by their commercial system, two different procedures are thus used to help children change from manuscript to cursive writ-

<sup>7</sup> Virgil E. Herrick, *Comparison of Practices in Handwriting Advocated by Nineteen Commercial Systems of Handwriting Instruction* (Madison: Department of Education, University of Wisconsin, 1960), 47-50.



ing: one to teach cursive writing as independent from manuscript and the other to move from manuscript writing gradually into cursive writing. The latter procedure is characterized first by moving from manuscript forms to joined manuscript writing, then to vertical cursive, and finally to slanted cursive writing.

In making the transition, it is helpful if the teacher and the children realize the following differences between manuscript and cursive writing forms: (1) Some letters are not formed the same—the child will need help in learning how to form these letters; (2) the writing instrument is not lifted after each letter in cursive writing—the child will need help in making the proper connectives between letters in forming a word; (3) cursive writing has slant—the child needs help in moving from vertical writing to the proper slant orientation; and (4) some children may have to learn to read cursive writing. The latter is less true the longer the transition period is postponed because of the increasing practice the child has had in reading script.

Two major factors have been mentioned most frequently as important in the production of good writing: (1) letter formation (poor letter forms—the looped letters cause most of the trouble in making the transition, wavering or angular strike, lack of distinct strokes) and (2) alignment and spacing (improper spacing between letters and words—the making of the connective is important in this respect, lack of uniformity of line, inconsistent slant, cramped or scrawled writing). It is easy to see why the problem of looped and curved letters, connectives and uniform slant loom large in any program of transition. This is why Newland<sup>8</sup> found four types of difficulty in

letter formation caused over one-half of all illegibilities: (a) failure to close letters, (b) closing looped letters, (c) looping non-looped strokes, and (d) straight up strokes rather than rounded strokes.

The illegibilities of only four letters (*a*, *e*, *r* and *t*) contribute to about 45 per cent of all error in child and adult writing. Writing *e* like *i* accounts for about 15 per cent of these. Help on these few letters will go a long way toward helping a child deal with his common trouble spots in the task of improving his writing.

Since the writing of most people deteriorates under sharp increases in speed, speed as a factor should not be emphasized during the transition period. The child will need help later in relating and controlling his speed of writing so that the quality level of his writing is appropriate to the personal-social standards essential to the writing task of the moment.

Most teachers have found that periods of fifteen to twenty minutes per day over a period of four to six weeks are sufficient to help third- and fourth-graders make the transition from manuscript to cursive writing. Helping children to continue their development in handwriting, of course, should not cease after this initial period of specific instruction. The most important resource the teacher can have in insuring improvement is the child himself. Every effort should be made to help the child understand what he is trying to do, how he can practice his writing in all situations of use, how he can evaluate his writing progress, and how he can help plan his own program of improvement. With this kind of help every child can achieve the transition between manuscript and cursive writing easily and rapidly and continue this development of his writing skill to an appropriate level of quality and efficiency.

<sup>8</sup> T. Ernest Newland, "An Analytical Study of the Development of Illegibilities in Handwriting from the Lower Grades to Adulthood," *Journal of Educational Research*, XXVI (Dec. 1932), 249-58.



# Listening as a Skill

*"Hear ye, hear ye, hear ye!" the Town Crier shouted, and people listened.  
Longfellow said in poetic form,*

*Listen, my children, and you shall hear  
Of the midnight ride of Paul Revere . . .*

*and millions of children have listened to the poem with interest ever since.*

BECAUSE MOST CHILDREN HEAR normally and spend much time in listening, we are likely to assume that they listen with proficiency. *Listening*, however, is not the same thing as *hearing*; listening is an active, attentive process, while hearing is more or less passive. Parents are attentive and helpful when a child is learning to talk. Much training and guidance are given when a child is learning to read and write, but we scarcely recognize that listening is also a process that needs to be guided. Poor listening habits usually are established in early childhood. Recent studies demonstrate that children can be trained in listening skills and that listening ability can be improved.

Interest in teaching of listening developed as a part of the "Communication Movement" twenty years ago in colleges and universities. The movement focused attention on listening and on reading, writing and speaking as basic communication skills. Since then, tests to measure listening ability have been developed, methods of teaching listening have been explored, research findings have given a better understanding of related factors which operate. Gradually, interest in the teaching of listening worked down to secondary school and more recently to elementary school. Teachers are becoming more aware of the need to teach children to listen.

## *An Early Start*

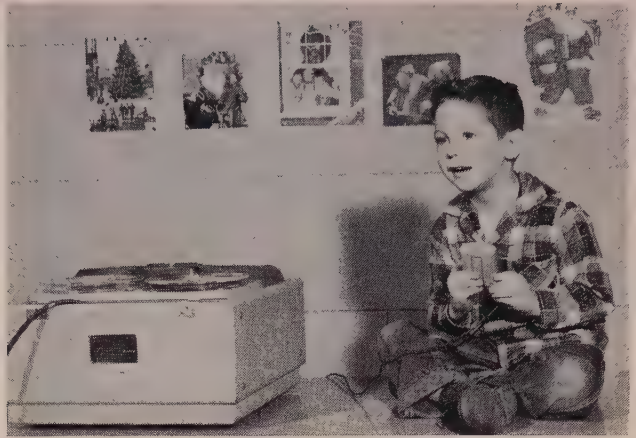
Our first lessons in listening should begin while the child is still in the cradle. Infants with normal hearing respond to sounds; they are startled at disturbingly loud noises. Later, they coo with pleasure when Mother sings a lullaby. Finally, a language develops as they respond to the speech of others, as they listen and learn of wonders of the world.

A good mother will start early teaching the child to enjoy listening. There will be time for rocking and singing, time for pleasant music, time for talking happily even before the child understands what it is all about. As the child grows, parents will listen attentively to so-called "childish prattle." Mother should not say, "Please go away and play . . . Don't bother me . . . I'm busy . . . I can't understand you . . . Please be still for a while . . . Little children should be seen and not heard." If she will only listen to the child, he will listen to her in years to come.

At home there are many "listening situations." Families who do things well together listen well together. Mealtime is not just a place to grab a bite and run, but a place to discuss pleasures and activities of the day. Even the littlest one should report on his day's activities; others should pay attention to their "listening manners." Television programs can be selected especially for



Improving his speech as he listens to himself on tape recorder at speech clinic, Univ. of Nebraska



*Howard Kerr, Univ. of Nebraska Photographic Productions*

family listening. Informal discussions can be held in relation to vacations, household chores to be shared, and family problems to be solved. In discussion situations, each person must await his turn to speak. Education in courtesy includes teaching the child the responsibility of "hearing the speaker out."

### ***Taught To Listen***

Good listening habits can be taught through example. The parent (or teacher) who listens to the child in return gets the child to listen. The adult who talks, talks, talks and who never takes time to listen is quite likely to find that a child can conveniently "turn off his ears." We only fail when we try to make children listen. "Stop and listen!" "I've told you ten times. Why don't you pay attention?" "Can't you hear? I told you to stop that!" Have you ever heard a child reply, "I'm sorry, I guess I didn't hear you. I wasn't listening."? Children should not be *made* to listen, but they should be

taught that listening can be a pleasure and a worthwhile activity.

Many of our public school systems have awakened to their responsibilities and are teaching children how to listen more effectively. Programs which have been reported are the in public schools of Nashville, Tennessee; Phoenix, Arizona; Cincinnati, Ohio; and North Dakota. National Council of Teachers of English undertook a study of language-arts instruction in public schools in 1953. This study emphasized the importance of education for listening.

It has been reported that children in the elementary school spend more than fifty per cent of their time in listening. Of the four communication skills—reading, writing, speaking and listening—the one which is used most frequently in the schools receives the least attention. The child's entire life is influenced by his ability to listen. Good listening habits make it possible for him to broaden his knowledge, enjoy music, conversation, storytelling, drama; discriminating listening makes it possible for him to select radio and television programs for enjoyment. Critical listening helps him func-

*Lucile Cypreansen is supervisor of Speech and Hearing Laboratories, University of Nebraska, Lincoln.*



tion intelligently in selection of governmental leaders. It is quite possible that the ability to listen effectively may be one of the most valuable tools he can use in his efforts to bring understanding and peace to the world. Foundations for these important responsibilities must be laid in elementary schools.

### Part of Many Activities

The teacher can help the child to overcome poor listening habits by teaching him, on his level of understanding, better ways of listening. Listening training need not be introduced as "another subject to be squeezed into the curriculum." Effective listening can be taught in conjunction with any subject. Teaching of reading and English comes alive when literature is read aloud, when stories are acted out, when poems are used in choral speaking, when discussions take place and reports are made, when tape recordings are made by the children or when professional recordings are used. We should teach the child to have a purpose in listening. We should help him to know what he is listening for and teach him how to understand and remember more of what he hears. It is wise to give him practice in critical listening, teaching him to recognize name-calling, flattery, wishful thinking, generalities, propaganda and emotional appeals which may be substituted for rational reasoning. In addition, it is important that we teach the child to listen to criticism and help him to accept it gracefully.

Let us listen to children's questions and give them intelligent answers. They may surprise us by listening! Johnson<sup>10</sup> in his book, *Your Most Enchanted Listener*, says:

... the average four-year-old child asks four hundred questions a day! ... Few things that even the most loving mother might ever teach her trusting child could hold for him a richer treasure than skill in asking questions and in judging the answers to them.

Nichols and Stevens<sup>16</sup> in their helpful book conclude:

In this age of the spoken word, it is no longer wise to allow our children to proceed through school with little or no formal attention to listening . . . our educators, in the not too distant future, are certain to find ways of including listening training in their curriculums.

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## When Parents Teach, Too

*Parents and teachers who pool their knowledge and talents provide unlimited possibilities for challenging children today. Betty Atwell Wright, teacher, Edgewood School, Scarsdale, New York, tells of such shared teaching experiences.*

SOME SCHOOLS ARE EXPERIMENTING with team-teaching in an effort to use teacher's talents to better advantage. A team-teaching combination worthy of note is parents and teachers working together on curriculum ideas. Skillful teachers can use their "know how" and the diverse accomplishments of laymen to vitalize classrooms. Public relations can be improved and support won for education when larger numbers of people have a "stake" in the venture.

There are more well-educated parents than ever before. When children reach school age, many mothers are free to share their time and talents. Fathers have more leisure time than formerly, and oftentimes their hours are flexible enough to arrange for "time off" to come to school. Each year I have been extending the scope and depth of science, mathematics, foreign language, current events, literature, music, art, history, geography, the business world and the study of other countries and cultures through the use of human resources among parents.

### *Pushing Out Beyond Classroom*

My first teaching assignment was in a three-room school in the "heart of nowhere" on Long Island. In those days, the only signs of life I could see from my first-, second- and third-grade classroom window were a dairy and a Chinese vegetable farm. As a fledgling teacher, fresh out of school, I saw the necessity for "pushing out" our isolated classroom walls if I were to capture the interest and meet the needs of the children.

Our nearest neighbors helped me immeasurably as I came to know them through their children. Mr. and Mrs. Wong not only taught the children Chinese vegetable growth but imparted their love for the soil and respect for the laws of nature. They may not have understood "crop rotation" as such; but they explained, in halting English, that what one kind of plant takes from the soil this year, a different kind puts back next year. Incidentally, appreciation of a Chinese classmate and her family was learned in a manner not found in texts.

From Mr. and Mrs. Stein, we learned about life on a dairy farm, milk produc-



tion and preparation. When Christmas came they explained Channukah, and we celebrated both festivals. They had great respect for education and admonished the children to "learn arithmetic well so you can keep track of your business when you grow up."

Another father, who owned a hatchery, explained fertilization and incubation. Have you ever seen what happens inside an incubating egg after the first, second and third weeks? I hadn't, but I learned about these beginnings of life with my class from a "non-teacher" and have used this demonstration many times since.

The dairy, the Chinese vegetable farm, and the hatchery have long since bowed to progress and housing developments, but the things learned there—working with children *and* their parents—are still benefitting boys and girls each year.

### ***Getting Acquainted***

Ingenuity, a little extra effort and a real interest in people are all that are required; but rich dividends are reaped from these small investments. How can we locate these people and utilize their accomplishments to create valuable educational experiences for children?

First, get to *know* the parents of each new class. A home visit or a get-acquainted conference at school lays the groundwork for mutual confidence and respect, as well as for sharing hopes and plans. Getting acquainted has an important bearing on the year's success; when parents and teachers cooperate and communicate, they do a better job of helping Johnny reach his real potential.

Although we know that there are certain things we will teach every year, we also know that we will touch upon many areas never dreamed of. Teachers enthusiastic about teaching will foster

learners excited about learning. Such teachers grasp every opportunity to turn everyday comments, interests, incidents and talents into learning adventures.

Vocations and avocations of other adults bring new horizons to the classroom. When inviting a "guest teacher," it is important that the regular teacher pre-plan well with both class and visitor. When they come, we can "help them over the rough spots" by rephrasing a question or directing a "knowing" look in Johnny's direction if he's getting out of line. Following the visit, evaluation with the class and with the guest is important. Finally, taking time to write thank-you notes is a *must*!

### ***Parents Help Teacher***

A few years ago we learned a lot about this wonderful, old earth from standard sources of information, but even more from a father who is a geologist. His initial visit occurred when his daughter was in my class. She is now in high school, but he returned this year to help us identify a fossil we had found. From the first classroom session, complete with Geiger counter and radio-active rocks, Saturday morning rock-hunting expeditions developed. Who knows what untapped scientific potentials were unleashed through Dr. Yackel's keen insight and interest?

For the past two years, a bilingual mother has taught beginning conversational French with me. We discovered that each of us was interested in earlier foreign language training. Last year we gave a French version of *Cinderella*. This year we pooled our resources again and presented *The Three Bears* with another enthusiastic group of third-graders. Bilingualists "in the making," thanks to Mrs. Perry who had never been in a classroom before in the capacity of "teacher"!

Mr. and Mrs. Thomas were fine musicians with a keen interest in American folk music. History came to life when they taught us songs about the Erie Canal and the Oregon Trail. Mr. Thomas was so enthusiastic about the children's response that he came again with literature, recordings and models to explain his work with Radio-Free Europe. Mrs. Thomas accompanied our French operetta, *Cinderella*, last spring. These talented and versatile parents gave the children experiences and understandings I could never hope to duplicate!

Would Dr. Nightingale, a pediatrician, be willing to talk to her daughter's class about healthy bodies? She would and did! There was new respect for regular bedtime hours when children learned that their cells, bones and tissues actually grow while they sleep. Other parents reported astounding reversals in "bedtime battles" after Dr. Nightingale's visit.

Healthy bodies, she told us, frequently go hand-in-hand with healthy minds. Would Jim's father, a psychiatrist, help us think about healthy minds? Certainly, he'd try! He discussed feelings common to each of us and their development from infancy. As we develop thinking, along with feelings, we learn to recognize and understand ourselves and others better, he said. In their thank-you notes to Dr. Feder, as well as in their classroom discussion, the children were anxious to discuss their feelings of envy, jealousy, hate, worth, love, fear, guilt, responsibility, anger, resentment, dislike, shame and compassion. Dr. Feder laid the groundwork for a better classroom climate and meaningful discussions about everything that came up for the balance of the year. I'm going to be more conscious of knowing what the children think and how they feel about themselves and others, thanks to a man who wasn't



Photo, Betty Atwell Wright

Learning French with the help of a parent



sure he would know how to talk to children other than his own!

Through the interest of a mother who had been a biochemist, one class was stimulated to delve into nutrition, chemical elements and reactions. We even became involved with the study of plants which might be used in space flight and experimented with growing algae for oxygen and food.

Parents from other countries make special contributions, too. For example, a grandmother taught the German version of a song and dance for a production of *Hansel and Gretel*; a Japanese mother demonstrated sand painting and native song and dance; and parents from South America helped a class see the United Nations through their eyes.

During the years parents have been responsible for trips through factories and rides on tugboats. A banker came to explain banking and finance to an upper grade, and an author discussed writing and publishing a book. One grandmother returns each year to show her

slides of historical Indian and Colonial sites; many parents share slides and films of vacation trips.

### ***Talents Everywhere***

The possibilities are endless. You have but to exercise your powers of imagination—and sometimes persuasion—to provide a “specialist” in almost any field. It has been my experience that there are people with valuable talents in a rural district, a manufacturing town or a suburban community.

Home-school cooperation which lays the groundwork for a well-balanced emotional and intellectual life cannot be postponed. Parents and teachers can provide children with wholesome, challenging educational opportunities today. It's a tall order and one at which we must work hard; but we can insure “quality” education and keep abreast of rapidly changing times by pooling our knowledge, resources, talents and hopes for the future.

### **THE MAJOR GOALS OF KINDERGARTEN EDUCATION FOLLOW:**

1. To help children develop skills and knowledge which are the basis for later school learning
2. To help children become increasingly proficient in expressing themselves through language, art, music, and rhythms
3. To help children extend their knowledge and understanding of their physical environment
4. To help children increase their appreciation and understanding of home and community living
5. To help children grow in the ability to plan and work with others and to feel confident in individual and small group activities
6. To help children begin laying a foundation for good work habits
7. To help children improve their physical skills
8. To help children become increasingly aware of their physical needs and therefore increasingly eager to employ health practices that will help them meet their needs. These practices include those pertaining to proper eating, adequate rest, safety, and sanitation
9. To provide special services to children with handicaps or unusual needs
10. To establish desirable home-school relations.

—From *Kindergarten Education in California* (April 1960), report of a study conducted by Bureau of Elementary Education, California State Department of Education, in cooperation with California Association for Childhood Education.

## Conferences with Parents of the Under-Six Child

*What is discussed at a parent-teacher conference? Should the teacher bring up problems which the parent has not recognized? Should family problems enter into conferences? Betty J. Rogaway, coordinator of pre-school observation classes, Family Life Division, Adult Department, Palo Alto Unified School District, California, discusses these problems.*

AS SCHOOLS SEEK NEW WAYS TO DESCRIBE a child's progress to his parents, more districts are combining report cards with a parent-teacher conference. Teachers have been trained to work with children, not with adults. Courses in teacher education include the psychology of the child, teacher-child relationships and methods of teaching subject matter. However, it is difficult for the teacher to find guidance to help her with this new relationship with parents that is now required of her.

Despite the teacher's lack of training or experience, there are some aids to help her structure the situation in the grade school. She can, at least, fall back on tests, marks, homework and other specific props for support. But the kindergarten and the nursery school teacher are left without these tangible aids. This teacher is often puzzled and anxious at the prospect of talking with a mother about her child's adjustment to school.

A teacher complains wistfully: "There just isn't anything to put your teeth into. There's no work to show—or at least very little. There are only impressions. I have to fall back on my feelings about a child, and I don't know where to start."

Often the teacher does not realize that her own anxieties about this nebulous conference are mirrored by equal concern on the mother's part. The parent of

an aggressive child may feel that the teacher is blaming her for not having controlled him by now. The shy child's mother may wonder if the teacher reproaches her for not having made this youngster more independent. Both the mother and the teacher feel it is easier to talk about grades than about personality.

Perhaps it would help both if they could feel that they have come together to pool their understanding of this child. If the teacher thinks through what developments we hope the four-year-old will achieve (or fulfill in the year that he is five), she can begin to talk more easily with the mother of a child this age. Is he still asserting himself and rebelling at limits? How does he play with other children? Can he listen to a story? Can he share an experience of his own? How curious is he? How eager? Does he sit quietly? Does he enjoy other children? Can he follow simple directions?

Peter has more energy than he can work off in a half-day session at school, even with much outdoor play. It is difficult for him to sit quietly for a story, almost impossible for him to rest, although he wields a hammer in the carpentry corner with happy concentration and a long attention span. His mother and teacher together explore what home experiences may be provided to help Peter adjust to short periods of quieter activity. The teacher, in turn, has her awareness of Peter's needs brought more sharply into focus, so that she



begins to experiment with new ways of helping him in the classroom.

The conference is not a one-way street. The mother has much to contribute to the teacher's understanding of a child. Perhaps she knows that a younger sister, just starting to walk, has intensified the pupil's jealousy; that a new job for Father takes him out of the home all week; that adults in the family are tense over the illness of a grandparent; that older brothers tend to boss; that children on the way home from school often tease and frighten; or that he has always been slow in developing use of small muscles.

Jeannie is extremely quiet in the room, barely whispering answers to the teacher or not talking at all. In the play-yard she runs and shouts and climbs with the other children. At the conference Jeannie's mother has an opportunity to explain that the youngster has had several serious illnesses requiring hospitalization, and that she is fearful of adults. Jeannie's teacher and mother agree that it will take a long time for this little girl to accept an adult as a friend. One of their plans includes inviting the teacher home for lunch.

There is sharing of information about a child at a conference. The teacher may comment that Jimmy doesn't seem able to sit quietly toward the end of the morning, and his mother may explain that he is afraid to use the school toilet and runs all the way home to his own bathroom.

### ***What Is Discussed?***

Teachers are often puzzled about what should be discussed at a parent-teacher

conference. Who determines the direction of the conference? They often ask, "How does such a conference start?"

One "open-ended" question for a teacher to ask might be: "How does Susie seem to feel about school?" Often a mother has not clarified the answer for herself. She must pause to think, to be explicit. In turn, the teacher cannot make hasty judgments, for she often sees only the symptoms and not the causes. Phrases such as "I wonder if," "Do you think," or "It seems to me" are less authoritative than bald statements. Both the parent and the teacher should grow in their understanding of the child. Their perceptions should be deepened; their sensitivities to this child made more acute.

Should the teacher bring up problems which she sees but which the parent apparently does not recognize? If it is a school-centered situation which the mother could not know about, perhaps the teacher might bring it up directly: "Here at school Timmy seems to find it difficult to stand before a group during our share-and-tell time, even though he participates well when he isn't the center of attraction." As an introduction to discussing Billy's lack of maturity, it is less threatening to start with, "Do you find it is hard for Billy to sit still at the dinner table?" than to open the subject with a declaration of Billy's obvious immaturity.



**Parent and teacher help each other in a conference.**

*Photo by Robert Overstreet*

When problems are deep seated and parents seemingly oblivious, it will probably be necessary for the teacher to have several conferences to build a positive relationship with the mother. Even then, a mother will only accept as much as she is capable of accepting and may likely have many defenses to any implied criticisms of her child.

Danny teases the other children until they hit him in retaliation. He then comes crying to his teacher or mother for consolation. Danny's mother feels that the other children "pick on him," are unfair and want to hurt him. She cannot see that Danny's aggressive teasing provokes these situations.

### ***Should Family Problems Be Discussed?***

Many teachers are puzzled as to whether family problems that do not seem to directly concern the under-six child should be discussed. The teacher is not a family relations counselor. Many guidance counselors feel that such problems are appropriately raised in a parent-teacher conference only in terms of helping both participants to better understand the child.

Sally's mother comments that she has a problem. Then, taking a big breath, she explains that her husband is an alcoholic. He came home drunk the week before and announced that he was going to take Sally on a trip. Sally was delighted at the suggestion but extremely upset at the ensuing tug-of-war between her mother and father as each in turn grabbed her from the other. Finally the father left the house and has not yet returned.

This description helps the teacher understand why Sally has been spending so much of her time at the painting easel making pictures of "empty houses." Teacher and mother can talk of what effect this episode has had on Sally, her adjustment at school, and the tenseness of her play in the school yard. The teacher is not qualified to help Sally's mother work through her own feelings toward her husband and her family.

### ***Referrals to Community Agencies***

It is in this area that a teacher's knowledge of community resources can help a

confused parent find professional aid. Perhaps there is a Family Service Association, a Council of Churches or a Catholic Social Service with counseling experts available. An out-patient clinic may be at a local hospital.

Sometimes it is possible for a mother to gain insight into her youngster just by talking about his problems. This may lead her to attempting new ways of coping with his behavior.

Bobby is the class clown. He talks out of turn, climbs on tables, deliberately misunderstands directions to get a laugh from the other children. His mother says that he is also like this at home. He has become this way only in the last few months. The teacher wonders aloud whether Bobby changed when his new baby sister was born. His mother, in surprise, realizes that these two events coincided. Together she and the teacher plan how they can each give Bobby additional attention—the teacher at school, the mother at home.

### ***Workshops***

One practical solution to the teacher's concern about parent-teacher conferences might be to have interdistrict workshops within an area where this new approach is being urged. In sharing some of their doubts and successes, their questions and their failures, teachers will gain confidence and new skills. Role-playing, comparison of experiences and discussion of pitfalls will increase teacher's understanding of the rapport that must be built between two people in such a growing relationship.

Even the grade-school teacher could broaden her conception of the role of the parent-teacher conference to include far more than the pupil's academic progress. The child in school is growing, changing and learning in more areas than homework and achievement tests can measure. Parents and teachers both need to see a child as a whole and can help each other through the conference to gain greater insights.



# 1961 ACEI STUDY CONFERENCE

Omaha, Nebraska—April 2-7

**Theme: *Today's Child—  
Tomorrow's World***

## General Session Personalities

General sessions at the 1961 ACEI Study Conference will feature addresses by people prominent in their fields. To date plans have been made for the following:

LELAND B. JACOBS, Professor of Education, Teachers College, Columbia University, New York, N. Y.—  
“Building with Children a Better Tomorrow”

GILL ROBB WILSON, Editor-Publisher, *Flying Magazine*—  
“Our Aero-Space World”

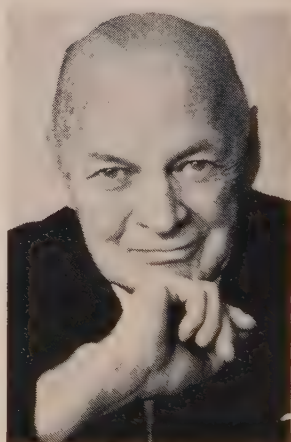
FRANK SORENSON, Chairman, Aero-Space Education Council—“Implications of Our Aero-Space World for Education” (panel)

JOE ZAFFORONI, TV Teacher, Lincoln, Nebr., and Others—  
“Improving Elementary Science—An Experiment in Educational Television”

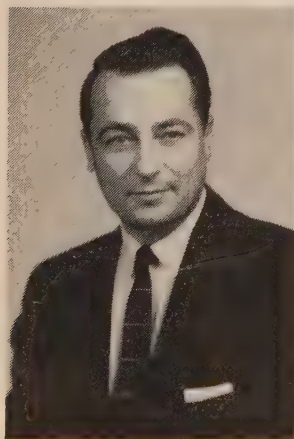
FRANK GRAHAM, Special Representative to India and Pakistan, United Nations—“The United Nations in the Atomic Age”



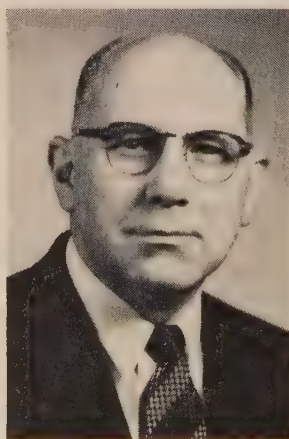
Leland B. Jacobs



Gill Robb Wilson



Joe Zafforoni



Frank Sorenson



Frank Graham

CHILDHOOD EDUCATION

# Introducing Maps—A Skill

*Hardly a news broadcast is heard today without the need for reference to a map or globe. So rapid are world changes that it is more urgent than ever that we have skill in map-reading.*

INTERNATIONAL EVENTS WITHIN RECENT years have had a serious impact on the life and consciousness of every American. Strange-sounding names of places unknown to us only a short time ago now are commonplace; each day news headlines force us to become aware of other unfamiliar areas. We are realizing, to our bewilderment, how inadequate our knowledge is of simple world geography, to say nothing of the larger aspects of world affairs. Modern communication facilities, increased travel opportunities and world-wide politico-social pressures make it urgent that we abandon provincial attitudes and correct our widespread ignorance regarding other parts of the world. The weight of responsibility falls heavily on our schools which must teach children the skills necessary for interpreting global events.

Maps and globes are the basic skill tools used throughout the entire social studies program. *The ability to use maps and globes is not acquired incidentally or automatically at the fourth grade; it must be taught in a carefully planned sequence*

*beginning in the primary grades and developing slowly, gradually, deliberately, with no point of absolute completion.*

Maps are the beginning of exciting adventures for children, but the spirit and flavor of adventure are too often lost because teaching methods or materials are aimed over the child's head and beyond his experience. The language of maps with its strange symbols, colors and scales is in reality a foreign language to a child and must be just as carefully introduced.

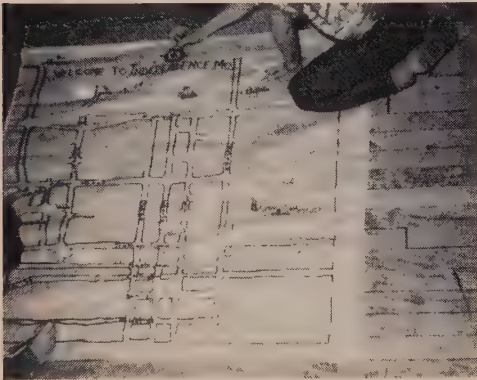
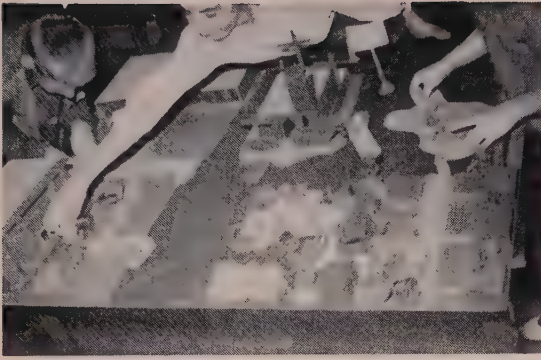
## **Map-Readiness**

Much difficulty which children have with maps could be avoided if primary map-readiness programs were more widely adopted and deliberately planned. Map-readiness begins as children become acquainted with the landmarks of their neighborhood and push back the boundaries of their world to include a larger community. *The primary child must have an abundant background of direct concrete experiences in observing and analyzing the world about him if he is going to be able later to visualize or "see with his mind's eye" the reality be-*

*(Continued on page 282)*

*Edna S. Mitchell is assistant professor of education, William Jewell College, Liberty, Missouri.*





*Counterclockwise:*

Arranging table layouts of community helps to give meaning to map symbols. *Independence, Mo., Public Schools.*

Study of community is based on moving from familiar to symbolization. Map on floor makes it more meaningful. *Independence, Mo., Public Schools.*

A well-rounded study of the neighborhood with its landmarks precedes and parallels the use of various community maps. *Kansas City, Mo., Public Schools.*

Puzzle maps and games provide an informal introduction to complex ideas presented through maps. *North Kansas City, Mo., Public Schools.*

Children collect different types of maps, broadening their understanding of ways maps may be used. Maps can show facts which take pages to explain. Reading map key is prerequisite to map study. *Independence, Mo., Public Schools.*

A project globe permits recording and focusing on information needed. Details cause confusion. *North Kansas City, Mo., Public Schools.*



#### *Counterclockwise:*

Salt-flour relief map-making in conjunction with a broader study of Central and South America. Must be carefully planned and used, or it will degenerate into a time-consuming project resulting in greater confusion of facts and ideas. *Raytown, Mo., Public Schools.*

If carefully guided and evaluated in terms of accuracy rather than art, map-making can be a deep learning experience. A pictorial map is one step toward abstraction in map study through representative symbols. *Raytown, Mo., Public Schools.*

Laying the map on a flat surface and use of a globe in a cradle mounting both encourage north-south orientation rather than the confusing up-down misconception so common to children and adults. *Raytown, Mo., Public Schools.*

Slated outline maps provide opportunities to clarify concepts. *North Kansas City, Mo., Public Schools.*

Polar projections are a necessity in this air age! *Raytown, Mo., Public Schools.*

A composite bulletin board including salt-flour relief and small area map in combination with other types of pictorial symbolization. Ability to interpret symbols, both pictorial and abstract, is a basic step in map-reading. *Kansas City, Mo., Public Schools.*





*hind symbols on a map.* Examples of foundational experiences which need attention include observing landscapes and seeing the effects of water in tiny rivers, islands, lakes and floods which form after a rain or with the melting of snow.

Map-making is directly approached at the primary level through simple floor layout plans of the school or neighborhood, using movable objects for buildings. Later, symbols such as squares or rectangles can be used. As soon as simple map-making is begun attention should be called to cardinal directions by locating places in relation to the classroom. A primary experience in finding cardinal directions is to take children outside at noon and have them stand with their backs to the sun. They will be facing north. If they raise the right arm it will be pointing east. Other directions can easily be noted. Directional concepts, however, must be continually checked at each succeeding grade level because of their abstract nature.

### **Globes—Basic Equipment**

*A large simplified globe is basic equipment for every primary classroom, including kindergarten.* Through informal discussions the children should come to understand that although the world is very large it is round like the globe. They learn that the blue areas are water, the darker areas are land, and there is more water than land. *They should be encouraged to examine the globe and find places which they know about from travel, news reports, stories and other sources unique to each group.*

As more symbols are introduced in the middle grades additional experiences are necessary which will provide vivid mental descriptions of the area symbolized. Unfortunately many geography lessons are taught to children who are not

visually acquainted with the features being studied. *Pictures, films, descriptions from stories and poems, community resource persons and other means should be employed when a direct experience is not possible.* An extensive, well-organized picture file is indispensable for clarifying and enriching map interpretations.

### **Different Maps Needed**

Maps must be carefully selected so they will not be cluttered with details which are meaningless to the child. Beware of encyclopedic maps crammed with facts! This type of map has a place, but it should not be used as the basic tool for children who are beginning map study any more than an adult type encyclopedia should be used for basic reading material. Excessive use of all-purpose wall maps makes map study frightful, confusing and meaningless for children. *No one map can or should give all the important facts about an area, so several different maps of each area to be studied should be available.* Chalk-erasable maps and globes and outline maps allow concentration on a few ideas at a time.

Many common pitfalls of map study can be avoided with a little care and flexibility in teaching. Both children and adults are frequently confused by direction or size and shape of areas distorted by maps. For example, north is commonly thought of as "up" and south as "down." We support this error when we continually hang maps vertically on the wall with north necessarily at the top or when we use the conventional fixed globes with the North Pole appearing on top. "Up" is, of course, a direction away from the earth, while "down" is toward the center of the earth, not toward the South Pole. Placing maps flat on the floor or on a table with directions prop-

erly arranged, using a polar projection with the North Pole centered and using a globe in a cradle mounting so it can be turned in any direction will help clarify this misconception. The continuous use of wall maps gives us an east-west orientation to the world which is also misleading. The Soviet Union, for instance, seems to be east of the United States, but by using a globe we can see that it is more nearly north of us.

### ***Compare Maps with Globe***

No map can show the curvature of the earth and be completely accurate. Map distortions can be innocently misleading. A child who sees only Mercator projections is sure to think Greenland larger than South America, although it is only about one-eighth as large. *Children should compare several types of map projections and check them with a large globe.* A technical study of these differences is not recommended until much later.

As intermediate children learn about grid work on maps and globes, the foremost concern is to give meaning to the new concepts and terminology. The Equator is used as the beginning of location, noting positions north or south of this great circle. Then placement and use of other east-west lines and north-south lines can be examined. These terms are more descriptive to a child than latitude, longitude or parallels and meridians. Temporary use should also be made of the terms "south sun line" and "north sun line" in place of the abstract names "Tropic of Cancer" and "Tropic of Capricorn." The teaching of beginning grid concepts is made much easier with a markable slated globe.

### ***Limitations of Map-Making***

The making of maps by the children has become a popular method of learn-

ing which can be very meaningful and worthwhile as well as creative. However, there are serious limitations which need to be recognized before such projects are begun. The time consumed must be justified by the purposes of the map-making experience and by the outcomes. If the mistakes and errors which are made on the map are not openly evaluated, the map becomes meaningless. *If map-making is not preceded by research, comparison and selection by the child of facts to be included on the map, the real values of making it are lost.* Merely copying data from other maps does not constitute a worthwhile purpose. Maps made by children can be lovely to look at and they should allow for creativity and the use of artistic abilities, but they are primarily instruments for more complete understanding in the social studies. The emphasis must be placed on accuracy and pupil growth in ability to use and interpret facts, not on the map as a display of art technique.

### ***Up-to-Date Tools***

The importance of an adequate supply of carefully selected materials for each level of maturity cannot be over-emphasized! Each classroom should have suitable maps and globes and each school should maintain an additional supply of maps, pictures, charts, models and other teaching aids which can be shared by several classrooms.

An interested and well-prepared teacher is the most important element in the geography skills program, but even the best teacher needs help. He needs professional help in order to expand and deepen his own understanding of the changing face of the world; he needs the help of an alerted community which recognizes the importance of up-to-date child-gearred geography tools in every classroom!





*Robison-Mohr Photo Service*

By IRENE P. DICKINSON

## Concerns for Children Are World Wide

### *. . . in Liberia*

**S**OME DAY YOU MAY BE AMONG THE NUMEROUS Americans who go to Liberia to serve in the field of education. If so, you will see for yourself the many changes so typical of all Africa today.

To record these changes would take volumes. Yet until recently we would have turned resignedly to an encyclopedia for information about this vast area long referred to as the "dark continent." The fact that Liberia was settled by American freed slaves in the 1820's and established as a Republic in 1847 is not generally known or appreciated by Americans today. As we belatedly "sit up and take notice," we find many new sources of information concerning these exciting changes in the form of State Department and United Nations reports as well as books and magazine articles, both religious and secular.

One of the chief reasons for Africa's rocket-like changes is the influence of communication with its many facets. The invasion of the continent by the airplane has caused the isolated

tribal societies to become prematurely engulfed in a system of modern, efficient communication set to the pace of the advanced society of the West.

#### ***Roads Replace Bush Paths***

In Liberia, an area about the size of Pennsylvania with a population of approximately 1,500,000, there is not only a modern airport at Roberts Field but some 900 miles of roads gradually being paved by the government during the annual dry seasons. The road-building program is making the work of education leaders much easier. Time-consuming "bush trips" will become largely a thing of the past when roads replace the bush trails. Ironically, these well-constructed roads are creating problems never dreamed of in the days of human portage over bush paths. But they are paving the way to a better Liberia as the illiterate, isolated communal societies of the hinterland villages come in contact with the outside world.

## **Four-Year Plan for Education**

The first schools in Liberia were established by missions. Most of the country's present leaders received their education in mission schools. For many years the government has contributed to missions for their education programs, since originally there were not sufficient funds to establish government schools. Among the schools established by missions are the College of West Africa in Monrovia, the High School at Robertsport, Cuttington College at Suakoko, the Training Institute at Salayea and Our Lady of Fatima College in Cape Palmas. The government now requires mission groups to conduct elementary schools and to follow the curriculum outlined by the Department of Public Instruction.

At present there are 625 schools in Liberia of which one-third are mission schools. This year the President has suggested a four-year plan for education and health and is to support it with five million dollars over the regular budget for books and equipment.

Generally, the responsibility for education is shifting to the government. In 1941 over half of the enrolled pupils were in mission schools. By 1957 there were five times as many pupils enrolled and well over half were in government schools.

Today several institutions are entirely or partly supported by the Liberian government. Among these are the University of Liberia in Monrovia and the Booker Washington Institute, a vocational high school, in Kakata. The government annually spends a considerable amount sending students abroad for their education.

Liberians are appreciative of the contribution Americans have made toward the improvement of education in their country. Serving with an attitude of partnership amidst the impact of Western culture, many Americans are helping Liberians to pave the way to a better life. Some are sent to Liberia by our government, others are commissioned by our churches, some are employed by the Liberian government, and others are supported by private funds. For the most part they are dedicated people and share in the momentous task of improving the level of education in a country where a great percentage of the population is still illiterate.

Liberia's great need has provided the opportunity for the United States government to

*Irene P. Dickinson, who teaches kindergarten in the Brookville, Long Island, Public School, taught in the International Community School in Tehran, Iran. Her husband, Leon Dickinson, was community education adviser for Firestone Plantations Company in Harbel, Liberia.*

give assistance through an education program sponsored jointly by the International Cooperation Administration and the Liberian government. Under this cooperative program in which Americans act as advisers, new schools are being built, teacher training institutions established or improved and more adequate provision made for instructional materials based on the environment and experience of Liberians. In carrying out the program there is close cooperation between ICA and the missions, thereby sharing the benefits of long years of experience in Liberia in the field of education.

## **Fundamental Education Center**

Under the joint sponsorship of the Liberian government and UNESCO, a Fundamental Education Center has been established in the interior at Klay. Here prospective village teachers and their families spend a training period of eighteen months. This project is an attempt to raise the standard of living among the tribesmen, so they may better meet the impact of Western culture. The men are taught to build better homes and to equip them from the same resources they have always used. They are shown improved crop methods (Liberia is basically an agricultural country) and given instruction in combating and preventing diseases. They also attend literacy classes. The women are simultaneously instructed in the various aspects of homemaking, health, child care and literacy.

In this all too brief and general glance at the educational picture in Africa's first independent republic, let us be reminded that Africa's aim is to develop a continent of free and independent people. The basic needs for beginning to pave the way to such a goal are literacy and schooling. *While we as individual Americans from the teaching profession join hands with Liberians in the tremendous task before them, we must also be reminded of our own great need—the education of Americans about Africa.*



# News HERE and THERE

By ALBERTA L. MEYER

## New ACE Branches

Mobile Area ACE, Alabama  
New Mexico State University ACE,  
New Mexico  
Russell Sage College ACE, New York

## New Life Members

Evelyn Kirk, Akron, Ohio  
D. Dorcas Orem, West Lafayette, Indiana  
Helen L. Sagl, Bloomington, Indiana

## Childhood Education Center

Planning of lectures and exhibits for groups beyond our own branch membership continues. In January Margaret Woods, of Seattle Pacific College, visited the Center and lectured to parents and teachers from nearby schools. Her emphasis was on "Creativity as a Means of Communication."

Janice Holland, the well-known illustrator of children's books, demonstrated the process of illustrating a book for children from a nearby public school.

The local Quota Club, a service organization composed of professional women, held a meeting in the new Center in order to learn about ACEI and its services.

The individuals who come are many. They range from teachers and parents who come because children are their prime concern to a retired army chaplain who comes out of curiosity and leaves the address of the headquarters of U. S. Service Chaplains because he feels ACEI has something important to offer chaplains who are ministering to service men and their families.

## ACEI Study Conference

The preliminary program for the ACEI Study Conference to be held in Omaha April 2-7 was published as an insert in the December issue of CHILDHOOD EDUCATION. Copies were mailed to branch presidents early in January along with credentials for official delegates. If you have not received a copy of the preliminary program, write to ACEI Headquarters.

## ASCD Annual Conference

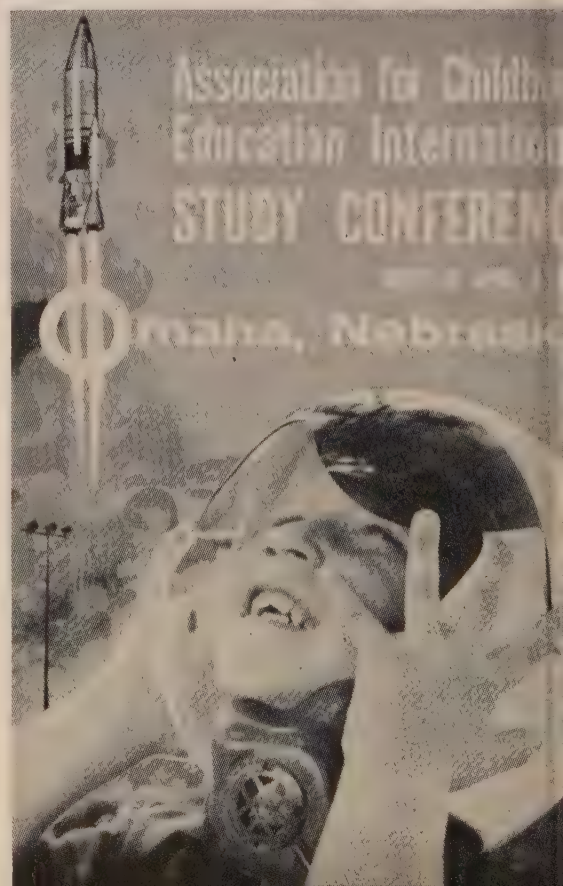
The Annual Conference of the Association for Supervision and Curriculum Development will be held March 12-16 at The Conrad Hilton, Chicago. The theme of the conference is "Curriculum Frontiers in the '60's." Among the main speakers will be Theodore J. Krepes, head of the Economics Department, Stanford University, and James B. Conant, author of *The American High School Today*. An attendance of 2500 to 3000 persons is expected.

## Nominating Committee, 1960-62

The following Committee has been appointed by the ACEI Executive Board to prepare a slate of candidates to be voted on at the annual meeting in 1962: Bernice Baxter, chairman; Jennie Lou Milton; Anna Lee Shipley; Emma Unander; Louise Carr and Hazel Gabbard.

Members of the Association who would like to offer suggestions to the Nominating Committee are requested to write to Headquarters for the *Guide for Members of ACEI Nominating*

Photo by Dennis Hallinan. From "These Are Our Children" Exhibit, 1960 White House Conference on Children and Youth



ating Committee and then to send their recommendations to the chairman of the Nominating Committee. Any communications sent to Headquarters will be forwarded.

### **Pan American Week**

The Pan American Union announces that Pan American Week will be celebrated April 9-15, with April 14 as Pan American Day. ACE branches may wish to observe the occasion in their programs, calling attention to the goal of peace, well-being and unity among the twenty-one nations of the Western Hemisphere. Additional information may be secured from Pan American Union, Washington 6, D. C.

### **National Library Week**

April 16-22 has been designated as National Library Week, to emphasize the importance of reading and of library services in our national life. This would be an appropriate time for ACE branches to join with their local libraries in promoting the aim of NLW, "a better-read, better-informed America." The Week is sponsored by the National Book Committee, Inc.

and the American Library Association, an organization with which ACEI cooperates. Last year's observance resulted in a report that "Americans are doing more reading."

For further information, write to National Library Week, 24 West 40th Street, New York 18, New York.

### **"Children's Books for \$1.25 or Less"**

Just released is the 1961 revision of ACEI's bulletin, *Children's Books for \$1.25 or Less*, for years considered a reliable guide for selecting the best from a popular source of children's literature. Compiled by an ACEI committee, the list includes those books which can make a definite contribution to a child's mental, intellectual and spiritual growth. Other considerations were appearance and appeal to children.

The bulletin may be purchased for seventy-five cents from branch publication representatives or from ACEI. International members received copies as part of their membership.

## **1960 White House Conference on Children and Youth**

*"Recommendations—Composite Report of Forum Findings, 1960 White House Conference on Children and Youth" (available for 35 cents from Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.) lists 670 recommendations which came from the forums. CHILDHOOD EDUCATION will list those on education and related topics which may interest readers. Some of these forum recommendations are:*

### **Rural Schools**

181. That the educational program for rural children and youth be comprehensive enough to meet the needs of the entire school population, but especially that it provide educational and vocational guidance, counseling, and instruction to meet the probable future needs of the rural people and those who will migrate to urban areas.

182. That trained rural leadership stimulate each rural community to develop all its resources, both physical and human, including a critical study and expansion of its educational program; and that rural communities establish community councils to develop continuing leadership.

183. That rural school facilities be used increasingly in after-school hours for activities of interest to the community.

184. That arrangements be made to use television, radio, and other technology in rural educational programs.

185. That all rural school programs be more closely correlated with health, welfare, and other community institutions.

186. That the State and Federal Governments continue their financial support of an adequate library program for rural areas.

### **Pupil Personal Services**

187. That coordinated programs of pupil personal services, adequately staffed with pro-



fessional personnel, be established in these areas: attendance, guidance, health, psychological, and social work.

188. That each community reevaluate its school health services in the light of specific needs for—

improved instruction in health education, including nutrition, child development, and physical education with more health teaching and counseling

a school lunch program with Federal funds to supplement community resources

continuity of preschool and school dental and medical examination records

early recognition and prompt treatment of disabling conditions

sufficient numbers of school health personnel to identify and diagnose health needs.

189. That all school personnel, including administrators, teachers, food handlers, and custodians, be required to pass yearly physical examinations, including a test for tuberculosis.

### **Guidance**

190. That guidance and counseling programs be strengthened, expanded, and coordinated at all levels; and that the role of the guidance and counseling program be clearly defined.

191. That guidance and counseling begin in the elementary school with educational and vocational planning based on early, continuous, and expanded testing and diagnostic appraisal of each child, in order to identify abilities, weaknesses and problems, mental, physical, and emotional.

192. That every secondary school have sufficient trained professional counselors to deal with adolescent problems; that each adolescent be counseled throughout the secondary years by the same staff adviser, acceptable to him; that school planning for adolescents be based on awareness of individual differences in skills and capacities; that community counseling services be made more widely available to youth and their parents; and that coordination between school and community services be emphasized.

193. That school resources for identification and guidance of the gifted, limited, and otherwise exceptional child, as well as for the average and normal youth, be expanded and improved.

194. That vocational counseling and guidance programs be provided with adequate financial support from Federal, State, and local sources; that school personnel, boards,

and parents interpret to taxpayers the need for increased and improved guidance services; and that these services cooperate closely with Government, employment services, industries, labor unions, armed services, trade and service organizations, higher educational institutions, and other community groups.

### **Guidance Personnel**

195. That the qualified professional staff (of every school system) include educational and vocational guidance counselors, job placement counselors, physical health personnel, psychologists to assist in diagnosis and continued study of the children, and school social workers or visiting teachers to assist in the treatment of children with special problems.

196. That the ratio of students to elementary school counselors be 600 to 1.

197. That the number of students per counselor in secondary schools be decreased from the present ratio of 625 to 1, to 250 to 1.

198. That more adequate psychological and psychiatric services be provided for all school-age youth in a ratio of 1 specialist to 2,000 pupils.

199. That all States require the certification of guidance counselors and other specialized personnel.

200. That the qualifications for certification be continually reviewed and strengthened, in accordance with the latest research findings in the field; and that they recognize and give credit to appropriate training and work experience in lieu of classroom teaching.

201. That the training of guidance and counseling personnel for elementary and secondary schools, colleges, and community and professional agencies be intensified and improved to meet the demand; and that Federal funds for the education of school counselors be given only to institutions with professionally approved counselor education programs.

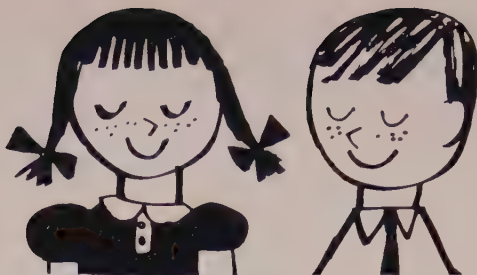
### **Teaching Personnel: Recruitment**

202. That a concerted effort be made immediately, by school boards, college administrations, and forward-looking citizens, to develop further means of recruiting, preparing, and retaining high caliber, creative men and women with broad and diversified backgrounds for all levels of the teaching profession and in all fields of instruction.

203. That colleges and universities devise better programs for selecting and preparing teachers for rural children and youth.

204. That recruitment programs emphasize opportunities for working with slow learners.

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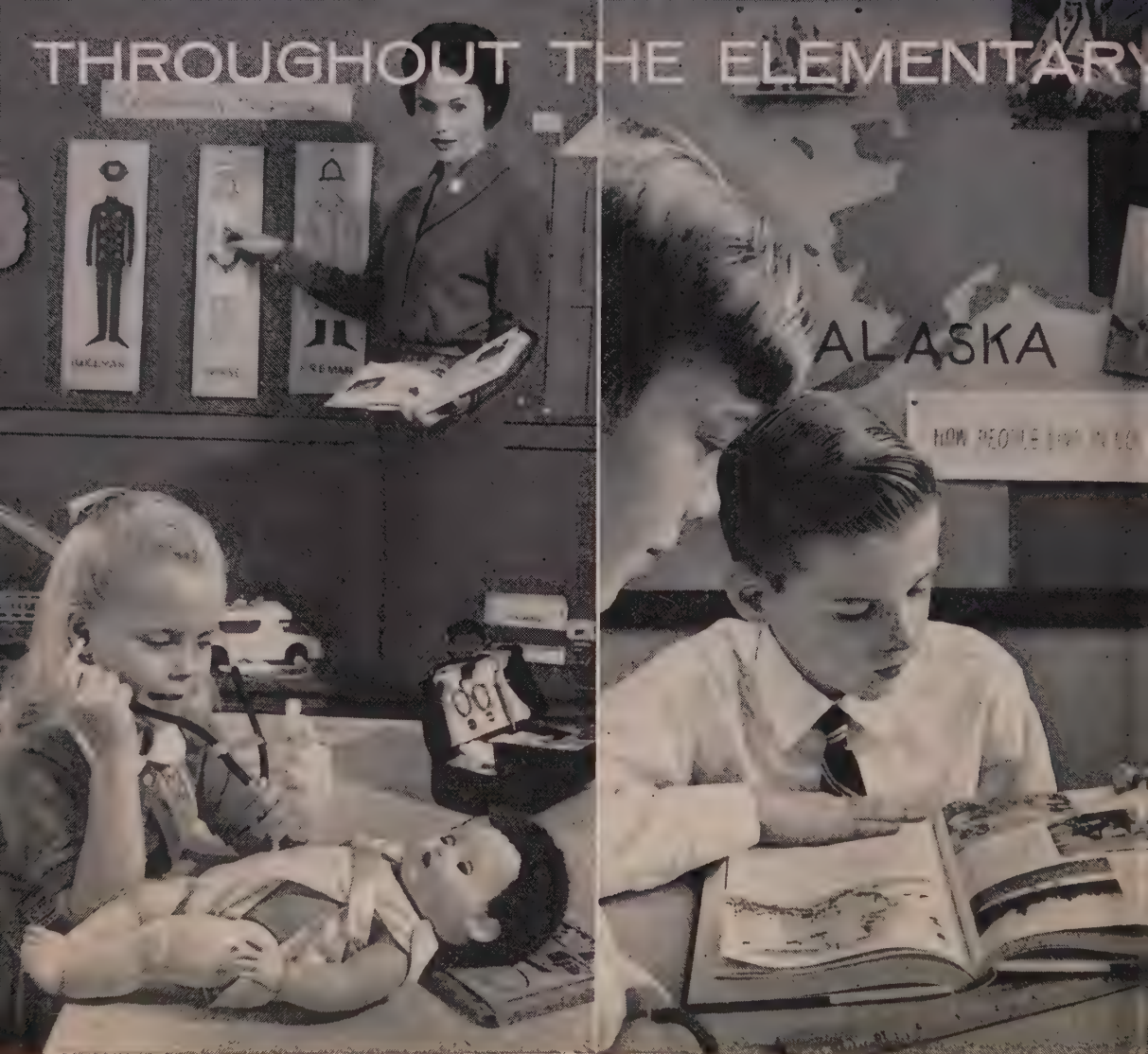
Wendell M. Stanley, winner of the Nobel Prize in chemistry; Evans G. Valens; and Senior Staff scientists of the Virus Laboratory, Univ. of California at Berkeley

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# Books for Children

Editor, HAZEL WILSON

**THE AMERICAN SPELLER: AN ADAPTATION OF NOAH WEBSTER'S BLUE-BACKED SPELLER.** *Illustrated by Barbara Cooney. New York: Thomas Y. Crowell Co., 432 4th Ave., S., 1960. Pp. 77.*

\$2.95. The winner of the Caldecott Medal for 1959 has remodeled an old book so successfully that it seems better than new. The illustrations are delightful. This book should inspire an interest in the basic sounds of the English language and help make spelling enjoyable as well as educational. Parents as well as their children will enjoy this one.—H.W.

**ANDY AND THE RED CANOE.** *By Hildreth T. Wriston. Illustrated by W. T. Mars. New York: Farrar, Straus & Cudahy, 101 5th Ave., 1960. Pp. 149. \$2.75.*

Andy knows where the river ends in the lake he canoes on every summer vacation, but he longs to follow the river to its source. His trip up river in his red canoe has its excitements and its dangers. And it is a testing time for him. Not only does he discover where the river begins but he shows qualities of resourcefulness and courage that prove he is well on his way to being man size in spirit. The locale of the book is near the Canadian border where the river leads Andy into wild and rugged country. *Ages 10-14.*—H.W.

**THE BUFFALO ARE RUNNING.** *By Gus Tavo. Illustrated by E. F. Miller. New York: Alfred A. Knopf, Inc., 501 5th Ave., 1960.*

Pp. 213, \$3. Here is a Western which begins with a boy joining a wagon train bound for Oregon. An escape from a villainous wagon boss, living with friendly Indians, fighting buffaloes, and the love of a boy for his horse—all these seem familiar elements of many yarns about the West, yet they do not seem hackneyed in this fast-paced book. The description of the buffalo stampede is especially vivid. *Ages 10 up.*—H.W.

**IN A PUMPKIN SHELL: A MOTHER GOOSE A B C.** *Illustrated by Joan Walsh Anglund. New York: Harcourt, Brace & Co., Inc., 750 3d Ave., 1960. Unpaged.*

\$2.95. A well-known author-illustrator has chosen a *Mother Goose* rhyme for every letter

of the alphabet and has drawn delightful pictures to illustrate the verses. The pictures are somehow just right for each rhyme. A charming book for the very young. Little girls will especially treasure it. *Ages 2-5.*—H.W.

**JED: THE STORY OF A YANKEE SOLDIER AND A SOUTHERN BOY.** *By Peter Burchard. Drawings by the author. New York: Coward-McCann, Inc., 210 Madison Ave., 1960. Pp. 94. \$3.*

This is a Civil War story which is short yet has warmth and depth. The boy-soldier Jed has taken part in battles. Young though he is, he knows the harshness of war. Yet in kindness to a family belonging to the enemy he shows that war has not brutalized him. The book is above average in style with drawings that really illustrate the story. *Ages 9-14.*—H.W.

**WHO WILL BE MY FRIENDS?** *Story and pictures by Syd Hoff. New York: Harper & Bros., 49 E. 33d St., 1960. Pp. 32. \$1.50.*

In a very few words and uncomplicated yet gay pictures the author-artist has written and illustrated a book which even the earliest readers can read by themselves. A small child will enjoy identifying himself with the little boy who moves to a new neighborhood and searches for and finds new friends and playmates. *Ages 4-7.*—H.W.

## Social Studies

**THE SUN AND THE BIRCH.** *By Charlie May Simon. New York: E. P. Dutton & Co., Inc., 300 Park Ave., S., 1960. Pp. 192.*

\$3.50. A dual portrait of Crown Prince Akihito and Crown Princess Michiko is presented with rare understanding and beauty by a gifted biographer. The story of these two charming young people and their romance is shown as one of contrasts and compromises, as the two adjust to ancient traditions while forcing the traditions to give way to their desires. The narrative unfolds against the background of the changing forces and trends of Japan, its people and its culture. *Ages 11 up.*—Reviewed by WILHELMINA HILL, Specialist for Social Science, Office of Education, U. S. Department of Health, Education and Welfare, Washington, D. C.

**YOUNG PEOPLE OF THE WESTERN MEDITERRANEAN.** *By Charles R. Joy. New York: Duell, Sloane & Pearce, Inc.,*



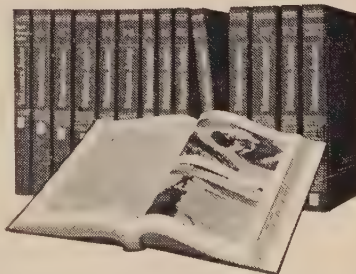
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124 E. 30th St., 1960. Pp. 151. \$3.50. After brief introductions to each of the ten countries, stories are presented by young people of these lands. In their own words they tell about their lives, lands and customs. As these youths write about their families, homes, schools, work, games and celebrations, they provide a fresh approach to mutual understanding. *Ages 11 up.*—W.H.

**THE FIRST BOOK OF THE CONGO.** By Philip McDonnell. New York: Franklin Watts, Inc., 575 Lexington Ave., 1960. Pp. 69. \$1.95. This well-illustrated volume provides an excellent introduction to the lands, climate and people of the Congo. In clear-cut, flowing style the author tells of life and conditions in the forests, grasslands and mountains of the Congo Basin. Descriptions of cities and regions provide helpful background for understanding current happenings in the Congo. *Ages 9 up.*—W.H.

**THE FIRST BOOK OF AUSTRALIA.** By Edna Mason Kaula. New York: Franklin Watts, Inc., 575 Lexington Ave., 1960. Pp. 59. \$1.95. The author introduces Australia to the young reader through telling of her firsthand knowledge of the island continent and through delightful drawings with a sly touch of humor. She tells about the people and their customs, the coastal cities, the Great Outback, the flying doctor service, the Anzacs, and some unusual plants and animals. *Ages 9 up.*—W.H.

**CEYLON.** By Christine Weston. New York: Charles Scribner's Sons, 597 5th Ave., 1960. Pp. 162. \$3.95. Writing from firsthand knowledge as well as research, the author deals with those major influences—political, eco-

nomic, religious and racial—exerted by the various foreign invasions and conquests of the island. Of special interest are the glimpses of the changing society among the young people of Ceylon during this period of newly attained self-government. Richly illustrated by photographs by the author and others. *Ages 11 up.*—W.H.

## Science

**THE WEB OF NATURE.** By Ted S. Pettit. Illustrated by G. Don Ray. New York: Garden City Books, 575 Madison Ave., 1960. Pp. 56. \$2.95. An informative text which depicts the intricate relationships which exist among plants, animals and the earth upon which they live. A study of plant and animal communities—water, marsh, prairies, desert and forest—it develops such significant concepts as succession, adaptation, biological life zones, ecology and conservation. Man's responsibility to understand and apply the principles of ecology in his use and management of natural resources is emphasized. *Ages 10 up.*—Reviewed by ALPHORETTA FISH, Instructor, College of Education, University of Maryland, University Park.

**MEADOWS IN THE SEA.** By Alida Malkus. Illustrated by Margaret Cosgrove. Cleveland: World Publishing Co., 2231 N. 110th St., 1960. Pp. 72. \$2.75. A fascinating illustrated introduction to the wondrous beauty of underwater plants and animals. Scientific names of planktonic life are introduced. Concepts of cell division, photosynthesis and the chain of life which exist within the sea are developed. Research work of the oceanographer is discussed. *Ages 10 up.*—A.F.

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**PLENTY OF FISH.** *By Millicent Selsam. Illustrated by Erik Blegvad. New York: Harper & Bros., 49 E. 33d St., 1960. Pp. 63. \$1.95.* A stimulating, well-illustrated story, designed for the understanding and enjoyment of the young reader, in which Willy learns a great deal about goldfish and their habits by observing, experimenting and asking questions. *Ages 7 up.—A.F.*

**FIRST SAIL FOR SKIPPER.** *Written and illustrated by Richard Henderson. Chicago: Reilly & Lee Co., 325 N. Huron St., 1960. Pp. 44. \$3.* In this interestingly written story, Skipper is introduced to rudiments of sailing. He learns about the parts of a sailboat and how to handle "lines," tiller and safety equipment; he learns about buoys, knots and types of sailing craft suitable for beginners. Excellent reference. *Ages 9 up.—A.F.*

### Music

**ADVENTURES OF RICHARD WAGNER.** *By Opal Wheeler. Illustrated by Floyd Webb. New York: E. P. Dutton & Co., Inc., 300 4th Ave., 1960. Pp. 155. \$3.75.* An interesting story of Wagner's early life and the development of his dramatic and musical genius. One musical illustration. *Ages 9-12.—Reviewed by LAURA PENDLETON MAC-*

*CARTENEY, Music Teacher and Author of Children's Music Books, Washington, D. C.*

**BOYHOODS OF GREAT COMPOSERS.** *By Catherine Gough. Illustrated by Edward Ardizzone. New York: Henry Z. Walck, Inc., 101 5th Ave., 1960. Pp. 53. \$2.50.* Brief sketches of Handel, Mozart, Schubert, Mendelssohn, Grieg and Elgar. *Ages 7-11.—L.P.M.*

**DRUMS, RATTLES AND BELLS.** *By Larry Kettelkamp. Illustrated by the author. New York: William Morrow & Co., Inc., 425 4th Ave., 1960. Pp. 48. \$2.75.* The background of the instruments is given and a brief sketch of their development. Contains detailed instructions for making instruments. Delightfully illustrated. *Ages 8-12.—L.P.M.*

**OUR NATIONAL BALLADS.** *By C. A. Browne. Revised by Willard A. Heaps. New York: Thomas Y. Crowell Co., Inc., 432 4th Ave., 1960. Pp. 314. \$3.* A valuable book for families and teachers written in an easy style. Gives the source of many types of American songs: patriotic songs, Negro spirituals, and songs growing out of wars from the Revolution through World War II. No music included. *Ages 12 up.—L.P.M.*

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# Books for Adults

Editor, JAMES A. SMITH

**FUNDAMENTALS OF CHILD PSYCHIATRY.** By *Stuart Finch, M.D.* New York: W. W. Norton & Co., Inc., 55 5th Ave., 1960. Pp. 334. \$5.95. Dr. Finch has prepared a concise and elementary text of current practices and procedures of child psychiatry. Lack of research citations in the text seems disappointing, and application of theory at times is non-existent. Illustrative cases liven the text and add considerable interest.

The novice in the field will have difficulty with meanings, for the theoretical orientation leans heavily to Freud. An explanation of dynamisms and Freud's general theories seems insufficient for the beginner. The reader will need some prior knowledge of psychoanalytic terms and theory.

The organization of the text materials is good. The author proceeds from various diagnostic categories to include sections on history

taking, psychological examination and treatment which are well done.

This text can well serve to demonstrate that our present knowledge of child development is incomplete principally because of the complexity of human growth. The diagnosis and treatment of childhood disorders are not simple, precise, rapid or easy. This text will help nurses, teachers, beginning students and interested lay readers to understand child psychiatry today.—Reviewed by ALLEN H. KUNTZ, *School Psychologist, Lancaster, N. Y.*

**HOW CHILDREN LEARN TO SPEAK.** By *M. M. Lewis.* New York: Basic Books, Inc., 59 4th Ave., 1959. Pp. 143. \$3. Here is a book which traces the pattern of speech form from the time a child is born to the time he uses language himself. Using existing research and his own observations, the author has made a valuable contribution to the study of children.

The first chapters, dealing with the obvious and well known, will contribute little to the student of verbal communication and child development. But then Mr. Lewis introduces new material which fills the reader with wonder and understanding as to how the patterns of speech in the world of mankind come to be.

Significance is placed on the baby's first cry as the first attempt to communicate sound and as the beginning of the practice necessary to develop later sounds in speech. A careful analysis of all sounds and their development runs through the entire book. The author also attaches great significance to the babbling stage and the imitative stage. His careful analysis of the development of sounds enables him to indicate the periods at which understanding of verbal communication takes place.

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**DESTINATION TEACHING.** By *B. Everard Blanchard.* New York: Pageant Press, Inc., 101 5th Ave., 1960. Pp. 79. \$2.50. This is an extremely interesting book written for the prospective teacher. The author, a veteran of

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Altogether, this is a down-to-earth approach to teaching and its obligations.—*Reviewed by* MARION JOHNSON, *First-Grade Teacher, Salt City School, Liverpool, N. Y.*

**A HORN BOOK SAMPLER.** By Norma E. Fryatt, Ed. Boston: *The Horn Book*, 585 Boylston St., 1959. Pp. 261. \$5. Have you ever wondered under what circumstances your favorite children's books were written? Have you ever wished you knew more about the author of a certain story? Have you ever pondered as to how a certain delightful poem or story was born?

If you have, you need wonder no more. In this book lie the answers to such wonderings. *A Horn Book Sampler* is a delightful collection of papers chosen from the first twenty-five years of the *Horn Book Magazine*. It deals with the period from 1924-1948. Miss Fryatt has planned and edited a worthy volume. Each “sample” is a beautiful piece of work by a well-known author about well-known authors and poets. The creative spirit breaks through in a heartwarming and delightful flow of words put together in beautiful tidbits. This sampler is a smorgasbord of such tidbits and the reader soon finds he must taste them all. Part I relates how certain stories happened to be, with the authors telling from whence their inspiration came. Part II deals with the genius of the illustrators. Part III is on reviews and criticisms. Other sections are devoted to essays dealing with fairytales, parents, youth in the war, small children and books and poetry.

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son, Esther Averill, Frances Clarke Sayers, Ruth Sawyer, Alice Dalglish, Rachael Field and many, many others. But the best of the Sampler lies in the original stories which appear such as Grace Hogarth's "Incident at Tea Time" and Martha I. Johnson's story, "Sophia's Book." Here is creative writing at its best: colorful, imaginative, gripping, splendid!

There is a wealth of life and literature in this book. It contains something for everyone. —J.A.S.

**CHILDREN . . . THEIR WAYS AND WANTS.** By Katherine Reeves. *Darien, Conn.: The Educational Publishing Corp., 23 Leroy Ave., 1959. Pp. 192. \$2.95.* This is a composite of articles originally written for *Grade Teacher*. Katherine Reeves has the art of transporting the reader away from himself and placing him inside a living child. The reader knows how it feels to be lonely and left out; to be tired; to be the clown; to lack faith in himself; and to be cruel or jealous. Through her years of experience with children and her deep compassion for them, the author discloses the "why" of children's behavior.

A teacher reading this book will begin to identify his past and present students with the children depicted within its pages. He may see John, who always seems to be alone in the chapter, "The Solitary Child"; or he may see Jimmy, who is vicious and mean with other children, in the author's description of "Cruel Children." The reading of each chapter unfolds the reasons for a child's actions.

To the parents this book will have an even greater meaning. They will be able to see children in a new light, with a deeper understanding and new ideas for dealing with their problems. For every parent and teacher who wants to know how a child really feels, this book will lift the veil of misunderstanding and clearly point out the path to a richer life with children.—Reviewed by VIRGINIA D. BRANAGAN, *Kindergarten Teacher, Clinton School, Syracuse, N.Y.*

**LEARNING TO TALK.** By Margaret C. L. Greene. *New York: Harper & Bros., 49 E. 33d St., 1960. Pp. 85. \$2.50.* This delightfully written book tells in an appealing manner how parents can help their children learn to talk. It gives a year-by-year guide in

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Margaret Greene is a speech therapist and mother. Her sensible advice on child rearing is supported by modern child psychology. Pediatricians and teachers of young children should read and recommend this book to all parents.—*Reviewed by JESSIE D. AMES, Classroom Teacher, North Syracuse Central Schools, N. Y.*

**SUCCESS THROUGH PLAY.** By D. H. Radler with Newell C. Kephart. New York: Harper & Bros., 49 E. 33d St., 1960. Pp. 140. \$3.50. The authors give insight into

the importance of knowing how to prepare children for school achievement and how to make growing up a real enjoyment. This is primarily for parents of preschool and school-age children who are "finding the going difficult" in school. There is evidence of what can happen to a child as the result of basic visual motor skills training. The techniques, designed by clinicians who recognize that the preschool child learns most when he is enjoying himself, are really a form of play. The authors show us that what we as parents and teachers see as school problems are not really problems in themselves but symptoms of a lack of early integration of visual, motor, speech and language skills. And who is the someone to go back and fill in these holes in development? A real challenge is presented to parents and teachers in order to help children find success through play.—*Reviewed by ESTHER A. BLACK, Associate Professor of Education, State University of New York, College of Education, Brockport, N. Y.*

**OBSERVATION AND ANALYSIS IN CHILD DEVELOPMENT.** By Richard Suchman.

New York: Harcourt, Brace & Co., 750 3d Ave., 1959. Pp. 276. \$2.95. Instructors in child development will want to know of this laboratory manual designed to sharpen the observational and scientific skills of college students. The manual, which can be put to many uses, includes guides to help students set

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This book is a timesaving device for college professors, but it is more than that: it is about as thorough a guide to observing and understanding children as we have in print to this date.—J.A.S.

**PSYCHOLOGY AT WORK IN THE ELEMENTARY SCHOOL CLASSROOM.** By Beeman N. Phillips, Ralph L. Duke and M. Vere DeVault. New York: Harper & Bros., 49 E. 33d St., 1960. Pp. 395. \$5. Here is a competently organized book of readings by three educational psychologists who are both practicing specialists in the elementary school and researchers. The authors call attention to what has been a neglected area in the concerns of the elementary school teacher—that of understanding the learning process. The current trend, as reflected in this book and long overdue in elementary education, serves notice to all concerned that *teaching* has its roots in the science of the psychology of learning. The authors present relevant research studies concerning the emergence of the "group" when pupils are put together in a classroom. The new entity is recognized as being at once a strength and a weakness, but through the research the teacher is led to a better understanding of how the group can be used to his advantage in promoting learning.

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tasks, directing of pupil activity and assessment of pupil behavior. Only eight of the twenty-eight selections appeared before 1950. Happily, there are included selections coming out of laboratory research with children on such problems as reinforcement, partial reinforcement and latent learning. The teacher who has fallen behind in his reading of professional literature during the past decade will be surprised at the new insights good research methodology has provided for the classroom. The book's primary weakness is in its omissions. Most conspicuous is the absence of the work of Piaget. Also neglected is the recent research conducted with children, such as that on generalization (primary, secondary and mediated), transposition, creative thinking and teaching machines.

A guide is given through general introductory remarks and questions. In the summary at the end of each section the applications of research findings are illustrated with classroom examples of principles involved. Every teacher and possibly a few parents will find much of worth in this book. It will not go unnoticed in teacher education.—*Reviewed by FRANCIS J. DI VESTA, Professor of Psychology and Education, Syracuse University, N. Y.*

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# Bulletins and Pamphlets

Editor, J. CHARLES JONES

TEACHING THE SOCIAL STUDIES. By Jonathon C. McLendon. Washington 6, D.C.: Department of Classroom Teachers and American Educational Research Association, NEA, 1201 16th St., N.W., 1960. (#20, *What Research Says to the Teacher.*) Pp. 33. 25¢. Jonathon McLendon of Northwestern has done a workmanlike job of summarizing research findings on social studies teaching. His report is presumably based largely on thirteen research references and twenty-five general references listed in a bibliography at the close, almost all from the past two decades.

Teachers, administrators and curriculum workers will find this work helpful in ascertaining the extent to which their own thought and practice in this important area coincide with trends.

Especially valuable is the major section on methods. This should reveal exciting alternatives to those teachers still relying almost exclusively on the study of texts and recitation based on them. The summary on critical thinking, attitudes, supervised study, group activities, audio-visual aids and local resources reveals a few of the commonly reported possibilities.

While the bulletin makes no pretense of containing much that is new or startling, it is recommended reading for those educators seeking an overview as to what has been happening in social studies.—Reviewed by W. H. SAUVAIN, Professor of Education, Bucknell University, Lewisburg, Pa.

SCHOOLS IN OUR DEMOCRACY. By U.S. Department of Health, Education and Welfare. Washington 25, D.C.: Superintendent of Documents, U.S. Government Printing Office. Pp. 26. 15¢. This pocket-size bulletin packs a series of well-thought-out answers to the critics of our schools. Five sections deal with questions on training the intellect as the sole goal, the specialized European secondary school vs. the American comprehensive one, national standards, the avowed superiority of European schools, and the preparation and competency of our school administrators. In each instance forthright answers are given, setting forth clearly the reasoning behind the American system. Occasional references to atomic submarines imply that it is an answer to the Rickover school of thought.

Especially revealing is the section on the training of school administrators, where only one-sixth are reported as being education majors as undergraduates and only three per cent as health and physical education majors, with the remainder being distributed over a wide variety of the academic disciplines. While this and other sections are unlikely to

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be quoted by such organizations as the Council for Basic Education, except in opposition, it furnishes a thought-provoking analysis of educational issues by our official federal agency. School people might well purchase a few copies for use with the press and persistent critics.—W. H. S.

**ELEMENTARY SCHOOL ADMINISTRATION AND ORGANIZATION.** *By Stuart E. Dean. Washington, D. C.: Superintendent of Documents, U. S. Government Printing Office, 1960. Pp. 126. 55¢.* This is a statistical study—and a valuable one—bringing up to date a 1949 study. Eighty-eight tables and fourteen charts present information on the functioning of America's urban elementary schools, based upon an analysis of results from a sampling of 555 systems, including all communities over 100,000 population. Most tables are broken into sub-analyses by size of district or geographical location.

Indicative of the wealth of information to be obtained from this source, examination reveals the following facts: that 4.5% of our urban systems already maintain public nursery schools; that 70.4% of urban districts maintain kindergartens, with over 85% of those in bigger cities having such facilities; that 18% of urban schools have "primary units" otherwise known as "non-graded" or "ungraded" primary plans; that while the self-contained classroom is still the pattern in over three-fourths of urban schools in grades one to six, it is found in less than one-fifth of schools still having grades seven and eight as elementary; while almost five out of six schools have a school day of five and one-half hours or less, the school day averages longest in the north central and shortest in the western states; that while the length of the school year varies a good deal, nearly 69% have between 175 to 180 days per year; that double sessions are decreasing slowly, although about 11% of urban schools report using them currently; that policies regarding time utilization by subjects are more liberal, with "suggested time" being roughly four times as popular as "prescribed time," "block time" or "no recommended time," other alternatives; that a wide variety of pupil reporting practices are indicated, with letter scales, often accompanied by informal letters, personal conferences or both, being most popular; that homogeneous grouping is used in roughly one-sixth of schools in grades one to six, but better than one-third of grades seven to eight; that special subject assistance is given most commonly in music,

health and physical education, art and speech—in that order; that "teacher-aides" assist in just over one-fifth of the schools; that over 36% of the systems reporting still employ "substandard" teachers; that principals consider their major tasks to be supervision of instruction, provision for the exceptional child, obtaining adequate physical facilities and programs of special education—in that order.

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# Over the Editor's Desk

Dear Readers:

Last summer I was asked to recommend a young woman as an elementary teacher. Although she was a graduate of an outstanding university in liberal arts, I had tongue in cheek as I wrote the recommendation because she had no teaching experience and no work with children in any community program. I taught with her mother, an outstanding, creative teacher; her sister has just begun her teaching career; since birth she has heard discussions on education at home. She is intelligent and has a deep desire to teach and these factors, I trusted, would stand her in good stead.

Today a note arrived in which this young woman wrote how much she was enjoying teaching third-graders. "Teaching is one profession in which there is *never, never* a dull moment. I just love it! And I am a member of the———ACE."

This word from my young friend reminded me to reread *One Teacher's Experience*, a manuscript which Barbara L. Bernstein, another first-year third-grade teacher, sent some time ago. I had penciled across it, "Agree with philosophy and technique."

## One Teacher's Experience

By BARBARA L. BERNSTEIN

My first year of teaching was a thrilling experience. My class consisted of twenty-five third-graders who were reading books on first-grade level. In spite of their retarded reading level, they were bubbling over with ideas and enthusiasm for creating stories and pictures about themselves.

Pedro wrote a story about the pretty flowers we had in class, but he did not know how to spell the word "pretty."

"Miss B," said Pedro, "I can't spell 'pretty'." "Spell it as best as you can or ask Ana to help you," was my reply.

"Good idea," said Pedro and off he went. Pedro was anxious to express his thoughts and feelings, but it was difficult for him to do this because of his inability to spell.

In September, not one child knew about creating his own stories and pictures, but by November most of the children had dabbled in this activity. Most of the children had written many books and *all* had enjoyed the activity in varying degrees.

There was much opportunity for verbal expression and interaction in all of the curriculum areas. The children loved to work with their buddies, and there was a wonderfully happy atmosphere in our room because all the

children felt important. Each child was made to feel that what was important was not what he expressed but that he made an effort to express his feelings.

We all have different experiences and some similar experiences, and we express our feelings in accordance with these experiences. This is what makes creative writing a vital activity. We all have feelings and ideas. To value each child's expression is paramount to developing secure, confident human beings. In our room children are bursting to tell about themselves and express themselves in other ways. They look to the teacher for guidance in expressing these feelings. Herein lies the key to expression in writing.

Expression in children needs to be accepted by the teacher. The teacher cannot force her values, attitudes, likes and dislikes on the children and expect the children to respond with honesty and freedom. It seemed to me that the children would derive more pleasure and satisfaction from creating their own material utilizing their own experiences for the booklets. This is how we started our project. It is important for me, as a guide to the children, to accept them for what they really are and what they believe at that moment. The delight of knowing someone who accepts us with all our faults and naiveté is a prerequisite to freedom of expression in all curriculum areas.



Children are especially susceptible to acceptance, kindness and understanding. To initiate this writing program, I had to convince the children that they were the important people and that their experiences were valuable and precious to me. Several occasions arose when the children wanted their stories to be kept secret from the other children. As the most intimate thoughts of the children began to find expression, it was my job to remain the trusting person the children needed.

Let the children talk. By listening to them we learn more about our own teaching than we imagine. Soon the verbal expression of the children will be expressed in writing, and there you have the beginnings of expression in writing.

With a good supply of paper, sharpened pencils and an oversupply of acceptance and love, the results of expression in writing will be far reaching and satisfying for every child. There are no limits to the satisfactions for the teacher.

We need to recruit more young people like these two fine first-year teachers who have intelligence, enthusiasm and a desire to learn and to serve.

Sincerely,

*Margaret Rasmussen*

## NEXT MONTH

"Looking at Practices," the March theme, is opened in the editorial, "Appraising Our Practices," by Laura Zirbes, professor of education emeritus, The Ohio State University, Columbus. "Improvements would usually result if practices were submitted to continuous appraisal as a basis for further use or increased effectiveness," she writes.

"What Is Your Objective?" asks Simon J. Chavez, University of Dayton, Ohio. He implores that objectives be specific in understanding, skills and attitudes.

"The Family Teaches, Too" is written by John B. Mitchell, rural sociologist, Cooperative Extension Work in Agriculture and Home Economics, State of Ohio, Columbus. "Classroom in the Woods," by Maurine Sweitzer, Maryville, Tennessee, describes practical learnings from a school camping experience.

With the help of seven others from the Indianapolis Public Schools, Vera W. Hopping reports children's activities in their summer programs: art, music (vocal and instrumental), home economics, industrial arts, baseball, swimming, recreational reading and academic subjects.

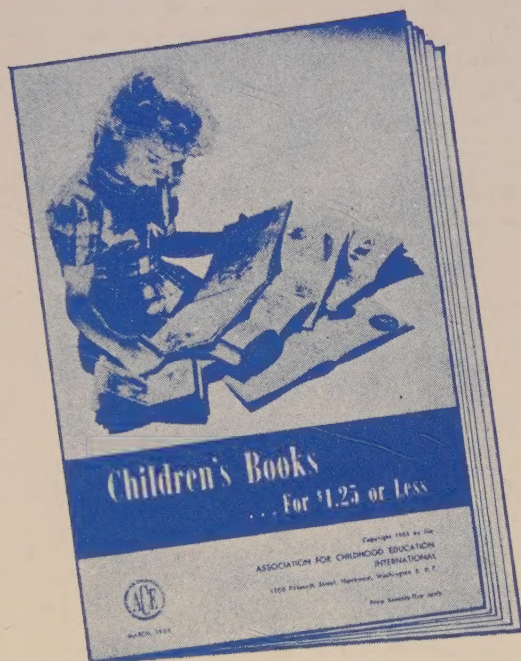
The Continuous Progress Plan in the Public Schools of Appleton, Wisconsin, has rightfully earned a name for itself. It is described by Lois Smith, of that school system.

Elizabeth Hodges, Baltimore County Public Schools, Towson, Maryland, discusses questions related to the elementary school library: What is an elementary school library? How is a good school library developed?

"Concerns for Children Are World Wide—In Libya" is written by Henrietta G. Siksek.



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